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ABSTRACT

GRADES OR AGES: Grades 7-12. SUBJECT MATTER: Health Education. ORGANIZATION AND PHYSICAL APPEARANCE: The introductory material for both junior and senior high suggests a time schedule for the major units and presents a program overview. The text is divided into four columns: basic concepts, learning experiences, expected outcomes, and references. The first section of the text, designed for grades 7-12, concerns understanding ourselves, personal inventory and appearance, food and nutrition, guides to effective living and mental health, protecting your health, health agencies, science and disease, and first aid and safety education. The second section, designed for grades 10-12, covers personal inventory and appearance; food and nutrition; body systems; mental health; alcohol, narcotics, and tobacco; and first aid and safety education. The guide is lithographed and spiral bound with a soft cover. OBJECTIVES AND ACTIVITIES: Objectives are listed under Basic Concepts and activities are suggested under Learning Experiences. INSTRUCTIONAL MATERIALS: Books, films, and pamphlets are listed under References and in the bibliography. STUDENT ASSESSMENT: No provision is made for student evaluation. (MJM)

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HEALTH EDUCATION

GRADES 7 8 9
GRADES 10 11 12

BUFFALO PUBLIC SCHOOLS BUFFALO NEW YORK
DIVISION OF CURRICULUM EVALUATION AND DEVELOPMENT

ED 070768

BUFFALO PUBLIC SCHOOLS
BUFFALO, NEW YORK

Superintendent of Schools—Dr. Joseph Manch

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Joseph E. Murphy
Anthony J. Nitkowski
Carmelo A. Parlato
Arnold B. Gardner

Prepared Under the Direction of:

Dr. William J. McColgan
Director of Physical Education

Committee Members

Dolores Franz
Helen G. Halstead
Phyllis Hartell
Betty M. Huegel
George Kalbfleisch
Patricia Krasinski
George Kuhn
Chester E. Lesniak
Howard Lewis
Irene M. Marquis
Mel Palano
Arthur Serotte
Frank Signorelli
Donald H. Szen
Harry J. Thayer
Michael Wech

Division of Curriculum Evaluation and Development
Dr. Frank J. Dressler — Associate Superintendent

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FOREWORD

Changes in our society which present many educational challenges have led to an increased concern for and emphasis upon the school curriculum. Methods and procedures of the past are no longer adequate to our needs. The explosion of knowledge in many areas and new understandings of the learning behavior of children require constant revision of existing programs. For this reason, the Board of Education, upon my recommendation, created a Division of Curriculum Evaluation and Development. This Division is now engaged in the process of developing new courses of study and revising long established curriculums.

The Health Education Guide presents the point of view that the primary function of health education is the promotion of health, not merely the prevention of disease. Important health concepts are presented that will evoke intelligent personal opinions and decisions for action on the part of the students. A unit dealing with alcohol, narcotics and tobacco has been included in accordance with recommendations from local agencies and the state Education Department. A committee of classroom teachers, working under the direction of the Director of Physical Education, prepared this excellent Guide. I wish to commend the committee members for their valuable contribution. All teachers and students in our secondary schools will profit from the work of the committee.

Joseph Manch

Superintendent of Schools

INTRODUCTION

A health educated person is one who has, through meaningful experiences, developed the ability and the willingness to make decisions which affect his physical and mental health.

The school is the place which can provide the information and differentiate between the true health information and health misconceptions and thus help students make meaningful decisions in regard to such matters as smoking, use of alcohol, use of narcotics, nutrition, and avoidance of disease.

The school is the place which can help the student understand the potential causes, effects, and current treatments of chronic and degenerative diseases. The school can help the student understand how to handle emergency first aid situations and acquaint him with the health and medical resources of the community. The school can make him realize his responsibility in regard to community health.

These things can be accomplished by a teacher who provides for the involvement of the individual and the group.

Many different methods, and approaches should be used to gear the material to the students' growth and development stage and his readiness level.

Students should be allowed freedom to ask questions and be encouraged to participate in discussions and decision making.

The subject matter should be vital, real, and current. Short term goals should be stressed as well as long term goals.

It has been said that example is the best way to teach; it is practically the only way.

William J. McColgan

Director of Physical Education

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SUGGESTED TIME ALLOTMENT

	Topic	*Time In Periods*
I.	Understanding Ourselves	5
	Knowing ourselves	
	Knowing our body	
	The endocrine system	
	Heredity	
II.	Personal Inventory and Appearance	10
	Physical examinations	
	Skeletal and Muscular systems	
	Posture	
	Exercise, rest and sleep	
	Skin and hair	
	Teeth	
	Eyes and ears	
	Dress	
III.	Food and Nutrition	10
	Essential food groups	
	The alimentary system	
	Nutritional needs	
	Diet and tooth decay	
	Deficiency diseases	
	Food problems of students	
	Food handling and storage	
IV.	Guides to Effective Living and Mental Health	15
	Understanding ourselves and others	
	The nervous system	
	Attitudes and emotions	
	Relationships to others	
V.	Protecting Your Health	20
	The respiratory and circulatory systems	
	Alcohol, tobacco and narcotics	
VI.	Health Agencies	5
	Local	
	State	
	Federal	
	International	
VII.	Science and Disease	10
	The human body and disease	
	Disease prevention and control	
	Community health	
	Home and school health	
VIII.	First Aid and Safety Education	15
	Principles of first aid	
	Emergency first aid	
	First aid and the unskilled	
	Accident prevention on land and water	

HEALTH EDUCATION

Area — *Understanding Ourselves* **Level — *Grades 7, 8, 9***

OVERVIEW

To insure the optimum development, both physical and mental, of students in grades 7-9, it is essential that guidance be provided to increase their knowledge and understanding of themselves. In order to achieve a healthy adjustment to their personal problems, to their peers and to society in general, they must develop an adequate sense of values and form proper attitudes. This will provide them with far greater flexibility and eliminate much of the frustration involved in the process of coping with problems that exist in their environment.

A general introduction to the formation of proper attitudes and the development of a working sense of values, combined with a knowledge of growth processes and the functions of the various systems of the human body, will insure a more complete understanding of the body as a complex organism rather than simply as a physical mechanism. One cannot adequately understand the physical properties of the human body if one attempts to isolate them from the emotional and mental processes with which they are so intricately involved.

In guiding these youngsters, one would do well to stress the ancient principle: a sound mind in a sound body; for, certainly, proper mental attitudes are essential to the development of a healthy body.

UNDERSTANDING OURSELVES

BASIC CONCEPTS	LEARNING EXPERIENCES
I. To achieve success, teenagers must be equipped with the ability to face their own problems, and to understand the problems of others.	I. A. Discuss briefly those environmental factors, problems of personal adjustment and emotional disturbances that have a direct influence on students. B. Assign a brief personal essay: "Do I Know Myself?" Discuss and list strengths and weaknesses commonly found in individuals.
II. Attitudes and values of teenagers are developed as a result of actions among peer groups, environmental influences and early spiritual and moral training.	II. A. Present a brief talk to the class concerning values and attitudes, explaining the process by which they are formed and the manner in which they affect individuals. B. Discuss attitudes toward peers, home and family, neighborhood, and school and teachers. C. Organize groups to debate or discuss values in education, study habits and the educational goals of students. D. Administer and review an attitude test. (Suggested: Colebank and Johns. *Health Behavior Inventory.* California Test Bureau, Del Mote Research Park, Monterey, California).
III. Cells are the basic units of structure of the human body.	III. A. Inform class of the structure and function of cells in the human body. B. Briefly discuss various kinds of body tissues. Emphasize the fact that tissues make up the different organs of the body. C. Use diagrams, pictures, and films to introduce the body systems. Discuss the circulatory, muscular, respiratory, nervous and excretory systems. Lead into subject matter concerning human development.
IV. Individual growth patterns vary during childhood and adolescence, but general rules may be formulated.	IV. A. Discuss general growth patterns which occur from infancy to adulthood, explaining the different rate of growth for boys and girls. B. Explain the physical differences in youngsters and the need to accept them for what they are. Discuss the tall, awkward child, the short, heavy child and the poorly coordinated child.

EXPECTED OUTCOMES	REFERENCES
I. A. An awareness of the existence of certain problems which pupils must solve within themselves. B. A realization of the importance of understanding themselves and others.	Books: 5, 9, 11 Films: 1, 4, 13, 28, 60 Pamphlets: 35, 37, 42
II. A. An awareness of the fact that attitudes and values play a significant part in determining the degree of success in future undertakings. B. A desire to acquire a sense of values which will help them make proper judgements in particular situations. C. An understanding of their individual test results and their particular implications.	
III. A. A basic understanding of the structure and function of cells. B. An awareness of the fact that tissues make up each organ of the body. C. A general knowledge of the structure and function of the body systems.	
IV. An awareness of the differences in the patterns of human growth and development and the manner in which individuals deviate from the norm.	

BASIC CONCEPTS	LEARNING EXPERIENCES
V. Some growth patterns are determined by heredity.	V. Explain the laws of heredity and their relation to growth.
VI. Inadequate or poorly balanced diet can cause problems of growth and development.	VI. Discuss the problems of overweight and underweight.
VII. Endocrine glands influence growth during adolescence.	VII. A. Explain briefly the function of the endocrine system, the process of hormone secretion and its effect on growth. B. Explain the manner in which the emotions of an adolescent are affected by the endocrine glands. C. Summarize the unit by relating the subject matter to a personal inventory.

EXPECTED OUTCOMES	REFERENCES
V. **An understanding of the role of heredity as a determinant during the adolescent growth spurt.**	
VI. **An understanding of the relationship of diet to overweight and underweight.**	
VII. **A. An awareness of the role played by the endocrine system in human development, and its effect on growth.** **B. A realization of the fact that sound mental attitudes help in the development of a healthy body.**	

HEALTH EDUCATION

Area — *Personal Inventory and Appearance*

Level — *Grades 7, 8, 9*

OVERVIEW

Children should be aware of the importance of maintaining and improving personal health, since it is in the formative years that desirable habits of personal health and hygiene are developed. Each child should have an adequate understanding of his physical status, as well as the proper habits of healthful living.

Teenagers, concerned with their appearnce and with acceptance by their peers, need encouragement as well as education in those areas of good grooming and personal hygiene. With this proper education and encouragement many of their frustrations and insecurities will be more readily overcome.

A stimulating unit dealing with such considerations as personal inventory, good grooming, and the development of proper habits of health and personal hygiene is most important to encourage the proper physical and social development of our youngsters. As a teacher of health education, one is expected to encourage good personal health habits which are essential for a long, enjoyable life.

PERSONAL INVENTORY & APPEARANCE

BASIC CONCEPTS	LEARNING EXPERIENCES
I. Knowledge which one attains from a personal inventory is used to make judgements regarding one's personal health.	I. Discuss the purpose of a physical examination by a school or family physician.
II. Periodic physical examinations are essential for healthier living.	II. Explain the value of periodic physical examinations.
III. Each student should understand the proper procedure for selecting a family physician.	III. A. Assign a short paragraph which will outline the procedure to be followed in selecting a family physician. B. Discuss with the class the various agencies which will provide assistance in the selection of a family physician. C. Discuss the types of medical specialists that are available to meet the needs of the individual. D. Show, with the aid of pamphlets and public health directories, the correct use of county and city agencies.
IV. A knowledge of the skeletal and muscular systems helps us to understand the structure and function of the human body.	IV. A. Briefly discuss the skeletal and muscular systems of the body, using bulletin boards, films and charts. B. List the various types of bones and muscles and discuss their particular functions.
V. Correct posture, which is essential for all body activities, improves both the general health and appearance of the individual.	V. A. Assign a paragraph: "Good Posture is Important for Good General Health." Discuss this topic with the class. B. Using students to demonstrate, provide examples of good and poor posture in the sitting, standing, walking and bending positions. C. Discuss the ways in which posture affects personal attitudes and the opinions of others. D. Provide charts or diagrams of exercises which are aimed at overcoming defects of posture and have students demonstrate these exercises in class.

EXPECTED OUTCOMES	REFERENCES
I. An awareness of the advantages to healthful living provided by regular physical examinations.	Books: 6, 7, 10, 11, 15, 16, 18, 19, 20, 21 Films: 6, 12, 18, 20, 31, 32, 33, 35, 36, 41, 48, 51, 52, 53, 54, 61, 64, 72, 73. Film Strips: 2, 3, 5, 6, 7, 10, 11, 12, 13, 14. Pamphlets: 13, 22, 33, 36, 40, 43, 45, 46.
II. An awareness of the importance of the family physician.	
III. A. A knowledge of the correct procedure in the selection of a family physician. B. An understanding of the different medical specialties.	
IV. A. A general knowledge of the structure and function of the skeletal and muscular systems. B. A realization of the importance of maintaining these body systems.	
V. A. The ability to distinguish correct from incorrect posture. B. An understanding of the necessity of good posture at all times. C. Utilization of the various kinds of exercises which have been suggested, and a definite improvement in the posture of the students involved.	

BASIC CONCEPTS	LEARNING EXPERIENCES
VI. A definite balance of exercise, relaxation and sleep is necessary in everyday living to insure good health.	VI. A. Show a film which points out the importance of physical fitness. Discuss the film and the role that physical fitness plays in body functions. B. Point out and discuss the importance of daily exercise. Use pamphlets, articles and guest speakers. C. Have students prepare individual sets of exercises which can be used by both boys and girls for conditioning. Compare the charts and have class organize them into one set of exercises. D. Have class practice the recommended exercises for a two-week period. Follow up the practice with a modified physical fitness test. Have students compare their results. E. Using films and film strips, point out the importance of relaxation and sleep in daily routine and during leisure time. Point out activities which should be avoided.
VII. Personal appearance is a reflection of health habits.	VII. A. Use films and group discussion to explain the importance of good grooming. B. Have various students relate to the class their own opinions concerning good grooming.
VIII. Skin is the natural protective covering of the body and cleanliness and proper care is essential to its preservation.	VIII. With the aid of films, charts and film strips, show the structure of the skin and explain its function.
IX. Over-exposure to the sun is harmful to the skin.	IX. Assign a composition: "The Dangers of Sun Bathing." Have students read and discuss their compositions.
X. Healthy teeth contribute to the general well-being of the individual.	X. Use a chart or diagram to show the structure of a healthy tooth, and discuss its function.

EXPECTED OUTCOMES	REFERENCES
VI. **A cognizance of the fact that a balance of exercise, relaxation and sleep in everyday living is necessary to insure good health.**	
VII. **A general improvement in the appearance of the class.**	
VIII. **A. A better understanding of the importance of the skin as a protective covering.** **B. An awareness of the common skin problems and their prevention.**	
IX. **A realization of the fact that sun-bathing can be injurious to the skin.**	
X. **A recognition of the importance of maintaining healthy teeth.**	

BASIC CONCEPTS	LEARNING EXPERIENCES
XI. Proper diet, regular brushing and periodic dental checkups aid in preventing dental caries.	**XI.** A. Invite a guest speaker, such as a dental hygienist, to address the class. Follow his talk with a student question and answer period. B. Have the class discuss the various dentifrices available and their effectiveness in tooth care. Summarize the results.
XII. Healthy hair depends on regular, proper care.	**XII.** A. Have class discuss and demonstrate proper brushing, shampooing and drying of the hair. B. Use films, charts and pamphlets to illustrate and describe hair styles. Organize a class debate concerning the virtues of long vs. short hair.
XIII. Careful selection of appropriate clothing is important to one's personal appearance.	**XIII.** A. Using bulletin board displays and pamphlets, discuss the proper care of clothing. B. Arrange a panel discussion concerning clothing fads. C. Have the class participate in planning a proper and adequate school wardrobe.
XIV. The eye is a complex organ which requires special care.	**XIV.** A. Using a chart, diagram or model, show the structure and explain the functions of the human eye. B. Have students make a chart comparing the parts of the eye to the parts of a camera. C. Assign oral reports on the common defects and diseases of the eye. Discuss the findings of the students.
XV. An appreciation of sound depends on good hearing and proper care of the ear.	**XV.** A. Using a chart, diagram or model, explain the structure and functions of the ear. B. Demonstrate how pitch and loudness affect the vibration of the eardrum. C. Have the class discuss the various defects and diseases of the ear. Summarize the results.

EXPECTED OUTCOMES	REFERENCES
XI. A better understanding of the means to prevent tooth decay.	
XII. An awareness of the fact that proper care is essential for the maintenance of healthy hair.	
XIII. A realization of the fact that proper clothing enhances the appearance.	
XIV. A. A better understanding of the structure and function of the human eye. B. A realization of the fact that regular eye examinations are important. C. A knowledge of the causes and cures of eye diseases.	
XV. A. An understanding of the role of sound vibrations in good hearing. B. An awareness of the fact that special medical care can prevent permanent ear damage.	

HEALTH EDUCATION

Area — *Food and Nutrition* **Level — *Grades 7, 8, 9***

OVERVIEW

During the adolescent period, the body grows rapidly and needs extra energy. Numerous studies in the area of nutrition point out the fact that many adolescents are undernourished. Therefore, children should be taught to select foods in terms of nutrient value, and to avoid food fads and improper diets.

Since nutrition is one of the most important aspects of child development, the purpose of this unit is to provide learning experiences in the area of nutrition that will help the young adolescent to live a full and abundant life.

FOOD AND NUTRITION

BASIC CONCEPTS	LEARNING EXPERIENCES
I. The human body obtains most of its nutrients from four essential food groups.	I. A. Discuss the purposes of various foods. B. List the four basic food groups (Milk and milk products, meat and fish, vegetables and fruits, cereal and bread), and discuss them. Show the film, *Food that Builds Good Health.* C. Explain the purpose and function of nutrients. D. Arrange a panel discussion concerning the need for variety in individual diets. E. Explain the process by which food is changed in the human body to provide nutrients. Use films, charts or diagrams to trace the progress of food through the digestive system. F. Have each student collect materials from magazines and newspapers to make a scrap-book of the four basic food groups.
II. Nutritional needs of the human body change throughout life.	II. A. Discuss the growth cycle and body changes as related to nutritional needs. B. Have the class list some of the changes in eating habits that take place during the rapid growth period. C. Explain the manner in which an individual's food requirements vary in accordance with his metabolism.
III. An adequate breakfast is an important consideration in meeting the daily nutritive requirements.	III. A. Have each student plan what he considers a well balanced breakfast. B. Discuss the importance of a well balanced breakfast and analyze the results of an inadequate breakfast C. Use posters to display a well balanced breakfast and discuss the ways in which variety and color can improve this meal. D. Stress the point that a good snack should supply nutrients other than energy-producing substances. Have students relate their ideas of what constitutes a good snack and discuss their suggestions.

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EXPECTED OUTCOMES	REFERENCES
I. A. A better understanding of the importance of including some of each of the basic foods in each meal. B. A clear idea of what the basic food groups include.	Books: 5, 10, 11, 18, 24, 32 Films: 25, 26, 30, 45, 50 Pamphlets: 4, 11, 28
II. A. An awareness of the body's needs for various amounts of nutrients at different stages of life. B. The knowledge that certain activities require more energy than others.	
III. An understanding of the importance of breakfast and the effect that it has on daily performance and body growth.	

BASIC CONCEPTS	LEARNING EXPERIENCES
IV. A proper diet can help in the prevention of tooth decay.	IV. A. Conduct a discussion on the topic of nutrients which help to build strong teeth. B. Have students compile lists of foods which can cause tooth decay.
V. Deficiency diseases are caused by a lack of certain nutrients in the diet.	V. A. Introduce the topic with a film strip showing the history of deficiency diseases. B. Discuss the measures that have been taken to prevent deficiency diseases. C. Have students prepare a list of the foods they have eaten during a recent day, then determine whether the diets contained adequate amounts of vitamins and minerals. D. Using charts, have the students plan their own daily menus for a week.
VI. Changing to proper food habits helps to control weight.	VI. A. Conduct a group discussion concerning the development of a liking for a variety of foods, the control of calories, and the effect of body weight on health and self-confidence. B. Invite a nutritionist, doctor, or nurse to speak to the class about diets in relation to weight control. C. Have each student plot his own weight on a chart for thirty days. Discuss their results.
VII. Misconceptions and superstitions about food and nutrition are serious problems today.	VII. A. Discuss fads, fallacies and superstitions concerning food and nutrition. B. Assign students to dramatize advertisements which are misleading.
VIII. Proper food storage and handling prevents many diseases.	VIII. A. Have students discuss the causes of food spoilage, the effects of refrigeration, and other methods of preserving food. B. Discuss the transmission of disease by improper food handling. C. Discuss the need for food and drug laws and the Federal Food, Drug and Cosmetic Act.

EXPECTED OUTCOMES	REFERENCES
IV. A. The ability to select foods that will help prevent tooth decay. B. A decrease in the daily consumption of sweets and soft drinks.	
V. A. An awareness of the fact that deficiency diseases are responsible for certain deformities. B. A desire to include foods in the daily diet which will prevent deficiency disease. C. The realization that it is possible to be overweight, but poorly nourished.	
VI. A. A greater concern about their personal health than about satisfying personal taste. B. The understanding that a decrease of high calorie foods in the diet results in a reduction of body weight.	
VII. A change in attitudes toward previously held misconceptions and superstitions.	
VIII. A. A knowledge of the methods of preserving food and preventing spoilage. B. An awareness of the importance of the Federal Food, Drug and Cosmetic Act.	

HEALTH EDUCATION

Area — *Guides to Effective Living and Mental Health*

Level — *Grades 7, 8, 9*

OVERVIEW

The erratic behavior often displayed by the young adolescent is usually a manifestation of the insecurity he feels as he tries to find himself and to take his place in the adult world. He must realize that he is not alone in facing the problems that confront him, and he must learn to attack these problems with the use of all aids and assistance available to him.

It is the purpose of this unit to provide learning experiences which will give the child confidence in his ability to deal with the problems that he may face. The unit is oriented to all young adolescents, but reference material is particularly aimed at increasing the teacher's understanding of the lower socio-economic class and minority cultures in the hope that this will help him vary the content of the lessons and emphasize concepts according to the needs of his students.

EFFECTIVE LIVING & MENTAL HEALTH

BASIC CONCEPTS	LEARNING EXPERIENCES
I. Environment molds inherited traits to form a unique personality.	I. A. Organize a class discussion concerning heredity and the manner in which traits are inherited. B. Have students list traits which they have inherited from their ancestors. C. Discuss the meaning of physical and socio-psychological environment and the manner in which environment affects inherited traits. Provide a list of acquired traits and compare them among various cultures. D. Show the film, *Heredity and Environment*. E. Discuss the meaning of personality.
II. In order to know and like other people, one must first know and like himself.	II. A. Assign personal essays in which each student will attempt to analyze his own personality. Virtues and faults, as well as personal codes of ethics, likes and dislikes, and aims and goals should be considered. B. Organize a class discussion concerning the origin of self-image, its accuracy and the ways in which it can be changed. C. Discuss the manner in which self-image affects pride and self-confidence, relationships with others, and the formation of goals.
III. The ability to learn enables one to change both himself and his environment.	III. A. Organize a class discussion to investigate the reasons why man is dominant on earth. Compare instincts with habits and habits with reason. B. Show the film, The Nervous System. Discuss the structure and function of the nervous system using available charts and models. C. Demonstrate the learning of a habit. D. Ask members of the class to decide whether undesirable habits can be changed and, if they can, how the changes can be brought about. E. Have several students who agree that they have the same undesirable habit work together to change the habit. F. Show a film on improving skills and discuss it with the class. (e.g. *How to Study*).

EXPECTED OUTCOMES	REFERENCES
I. A. An understanding of the difference between inherited and acquired characteristics. B. An understanding of the reasons underlying the fact that each personality is unique. C. The realization that personality continues to develop throughout life.	Books: 1, 5, 11, 22, 25, 27, 28, 29, 31, 33, 34, 35, 39 Bulletins: 4, 5 Films: 10, 14, 21, 38, 49, 71
II. An understanding of the fact that the image individuals have of themselves is learned and can be changed.	
III. A. The knowledge that habits can be learned and unlearned. Evidence of improvement in study habits, punctuality, etc. B. A realization of the importance of facing problems and using reason to cope with them.	

BASIC CONCEPTS	LEARNING EXPERIENCES
	G. Organize a class discussion concerning the manner in which we solve problems. Stress the importance of facing problems and compare the methods of solving problems. (Trial and error, tradition, appeal to authority, critical thinking).
	H. Demonstrate the use of critical thinking in solving a specific problem. The class can provide the problem to be solved.
IV.	IV.
Attitudes affect and channel behavior.	A. Read a short story or describe an incident in which several people react to the same situation. Discuss the story and arrive at an understanding of how attitudes affect behavior.
	B. Define a situation and have several students react to it spontaneously. Discuss the manner in which differences in attitude affected reactions.
	C. Organize a class discussion concerning healthy attitudes toward self, others, and success and failure in obtaining goals.
	D. Discuss the topic, Can Attitudes be Changed? Bring out the need for desire to change, substitution of new attitudes for old, and the need to practice new attitudes persistently.
V.	V.
The wise control of emotions enables one to develop healthy attitudes toward himself, toward others, and toward one's goals.	A. Organize a class discussion in which emotions are defined, some specific emotions are listed, and the need to control emotions is considered.
	B. Assign a paper which will describe several incidents in which students, or others, have demonstrated a lack of emotional control. The results of the same incidents might be considered had they wisely controlled their emotions.
	C. Stress the importance of recognizing and coping with such strong feelings as anger, jealousy or hatred. Discuss the attitudes which develop if anger is wisely controlled and those which develop if anger is suppressed. Include in the discussion the three means by which anger can be wisely controlled. (Self analysis, discussion with others and physical exercise).

EXPECTED OUTCOMES	REFERENCES
IV.	
A. The realization that attitudes can limit or broaden the lives of individuals.	
B. A recognition of the fact that attitudes, like habits, are learned and can be changed.	
V.	
A. An attempt to exercise greater wisdom in controlling the emotions in everyday living as demonstrated by improved behavior.	
B. An attempt to "work out" aggression as evidenced by a greater willingness to discuss disagreements.	

BASIC CONCEPTS	LEARNING EXPERIENCES
	D. Discuss the relationship between the body and the emotions. Include the locations and functions of the endocrine glands and the emotional changes which occur during adolescence.
	E. Have students prepare skits which will dramatize the same situation. The individuals involved in the first skit will display a lack of emotional control while, in the second skit, the individuals will wisely control their emotions.
	F. Show the film, *Control Your Emotions.*
VI. Responsibilities increase in proportion to the number of rights or liberties enjoyed.	VI. A. Discuss the meanings of the terms: responsibility, right, liberty and freedom.
	B. Have students make a chart listing the responsibilities and rights of infants, small children, adolescents and adults. Have them compare charts and draw conclusions.
	C. Show the film, *Developing Responsibility.*
VII. Adults are people.	VII. A. Organize a class discussion based on the following questions: 1. Do adults have problems? 2. Do adults make mistakes and sometimes fail? 3. Do adults show partiality? 4. Are adults too strict?
	B. Have each student compile a list of what he considers to be important problems in family living. Classify the problems and formulate a single, general problem covering each category. Turn the problems over to a committee for research and discussion.
	C. Show the film, *Who Should Decide?* Discuss the questions posed in the film.
	D. Have students draw cartoons which depict humorous situations often found in family living.

EXPECTED OUTCOMES	REFERENCES
VI. A. A realization of the fact that the freedom of behavior which adults enjoy involves a great deal of responsibility and self-discipline. B. A greater willingness to assume responsibilities and privileges as students and members of the school community. A change in attitudes toward school rules.	
VII. A better understanding of the role of the individual in family life, and an awareness of the fact that family relationships can be improved if an earnest effort is made by parents and children to understand each other's point of	

BASIC CONCEPTS	LEARNING EXPERIENCES
VIII. Individual differences contribute to the interesting aspects of everyday life.	**VIII.** A. Organize a class discussion on the topic, What would life be like if all people were the same? Review the reasons for differences in people. Discuss some of the ways in which people differ in their personalities and in their cultural backgrounds. B. Organize a panel discussion concerning the problem of prejudice. Define prejudice, determine who is hurt by prejudice and decide whether the willingness to accept differences means that we must like all individuals. C. Have students list several characteristics which they find most desirable in friends. Compare and discuss the significance of these characteristics when we are trying to make friends. D. Show the film, *Feeling Left Out?* Discuss the ways in which people go about making friends.
IX. Youthful relationships between boys and girls are a significant aspect of social growth.	**IX.** A. Organize a class discussion centering about the roles of men and women in our society. Consider the reasons why it is more difficult for young people to adjust to their roles in our society than it was in primitive days. B. Arrange for a panel discussion which concerns the problems which develop when boys and girls become interested in each other. Consider that girls tend to mature faster than boys and that individuals of the same sex mature at different rates. C. Discuss the proper attitudes and behavior that young people should display toward members of the opposite sex and consider the question of dating, and money problems.
X. Values guide our decisions and strengthen our personalities.	**X.** A. Organize a class discussion concerned with values. Define values, enumerate the basic democratic values and determine the sources from which values are learned. Discuss the manner in which judgement can be affected by personal values. B. Have the class discuss the following quotation from Thomas Jefferson: "If a nation expects to be ignorant and free, in a state of civilization, it expects what never was and never will be." C. Have students write an essay in which they will describe what they consider to be a healthy teenage personality in our society.

EXPECTED OUTCOMES	REFERENCES
VIII.	
A. A realization of the fact that a willingness to accept differences broadens experiences and widens the scope of friendship.	
B. A tendency to be somewhat less exclusive in forming cliques, and an attempt to base friendships on common interests rather than on physical and cultural identifications.	
IX.	
A. A better understanding of the role of the pupils as young men and women in our society.	
B. A greater display of poise and maturity in attitudes and behavior toward the members of the opposite sex.	
X.	
A. An awareness of the important part values play in the lives of individuals.	
B. An understanding of the fact that decisions concerning right and wrong are not always easy, but that they must be faced if students are to develop strong, well integrated personalities.	
C. A more realistic understanding of themselves as individuals.	

HEALTH EDUCATION

Area — *Protecting Your Health: Tobacco, Alcohol, Narcotics*

Level — *Junior High School*

OVERVIEW

By nature, adolescent children are overly concerned with their peer relationships. At this age many youngsters may begin to use tobacco, alcohol and even narcotics in order to achieve group acceptance. As a result, these students initiate harmful habits which can remain with them for the rest of their lives.

The purpose of this unit is to assist the teacher in employing meaningful and realistic methods to teach facts which will affect the attitudes and behavior of their students in years to come.

PROTECTING YOUR HEALTH

BASIC CONCEPTS	LEARNING EXPERIENCES
I. Social pressures may cause many students to acquire the habit of smoking.	I. Organize a class discussion concerning the reasons why people smoke. Supplement the discussion with the film, *The Huffless, Puffless Dragon.*
II. Many factors must be considered in evaluating the problem of smoking.	II. A. Briefly explain the functions of the circulatory and respiratory systems. B. Explain the effects of smoking on the circulatory and respiratory systems. C. Present charts and tables which compare the incidence of cancer and heart disease between smokers and non-smokers. D. Use the film strip, *To Smoke or Not To Smoke*, to point out the ill effects of smoking on the internal organs. E. Invite an outside speaker to discuss the unhealthful aspects of smoking. F. Conduct a field trip to Roswell Park Memorial Institute. G. Calculate the cost of smoking. H. Discuss the effects of smoking on personal appearance, breath, etc.
III. A realistic appraisal of the problem of smoking should be made by each individual.	III. Assign a composition: "How Smoking Affects Your Life."
IV. There are different types of alcohol, each of which has its own particular uses.	IV. Assign student committees to make a study of the different types of alcohol and their particular uses.
V. The human body reacts to alcohol in various ways, and individuals react to alcohol in different ways.	V. A. Discuss the metabolism of alcohol. B. Show a film on the depressant activity of alcohol and its effects on the nervous and digestive systems. C. Test to determine how alcohol is absorbed and used by the human body.

EXPECTED OUTCOMES	REFERENCES
I. **A realization of the fact that some students begin smoking merely to seek peer acceptance.**	Books: 5, 10, 11, 17 Films: 2, 34, 39, 66, 69 Film Strips: 1, 4, 9 Pamphlets: 3, 5, 16, 19, 23, 30, 31, 34, 38, 39, 44
II. **A. A full realization of the dangers of smoking.** **B. A realization of the cost involved in smoking and the fact that the habit of smoking is detrimental to personal appearance.**	
III. **A greater willingness to refrain from smoking as a result of the facts they have learned.**	
IV. **An understanding of the nature and uses of alcohol.**	
V. **An understanding of the effects of alcohol on the human body.**	

BASIC CONCEPTS	LEARNING EXPERIENCES
VI. The excessive use of alcohol has many social and psychological implications.	VI. A. Have the class discuss the degenerating effects of alcohol on society. B. Explain the relationship which exists between alcoholism and emotional instability. C. Have students investigate free literature on alcoholism and discuss the steps that can be taken to help alcoholics.
VII. Narcotics have different characteristics and different uses.	VII. A. Use the text and outside readings to give students a background for a discussion of the characteristics and uses of narcotics. B. Discuss the uses of narcotics in medicine and how misuse can lead to addiction. C. Using charts and graphs, point out the poor health and high crime rate among narcotics users, as well as possible permanent injury and temporary loss of control. D. Have students participate in a role-playing experience which shows the effects of narcotics. A brief play may be written by the teacher or taken from a source. (E. G. *Scholastic Scope Magazine*, Nov. 18, 1965.) E. Divide the class into groups to collect information about each of the various types of drugs. Discuss the results. F. Assign students to interview local pharmacists concerning government control of drugs. Discuss the information.
VIII. Students have a responsibility to call to the attention of proper authorities the illegal use of narcotics.	VIII. Discuss the significance of the student's role in notifying proper authorities concerning the illegal use of narcotics.

EXPECTED OUTCOMES	REFERENCES
VI.	
A. An awareness of the effect alcohol has on the lives of others.	
B. An understanding of the fact that excessive drinking usually indicates some emotional problem.	
C. An understanding of the significance and implications of alcoholism.	
VII.	
A. A knowledge of the nature and uses of narcotics.	
B. An awareness of the dangers of narcotics.	
C. An awareness of the legal implications of the use of narcotics.	
VIII.	
An understanding of the proper procedures for notifying authorities concerning the illegal use of narcotics.	

ALCOHOL

BASIC CONCEPTS	LEARNING EXPERIENCES
I. The consumption of alcohol has always been practiced in all world cultures and now alcoholism ranks as one of the four top major health problems.	I. Discuss the use of alcohol in various countries and the feelings of different groups towards alcohol.
II. Alcohol can be produced from many sources by using a number of different processes.	II. A. List the various grains, fruits and vegetables from which alcohol can be produced. B. Describe the processes of fermentation, brewing and distillation.
III. The first personal use of alcohol tends to occur about the time an individual is ready to enter high school.	III. List several reasons why a youth, about to enter high school is particularly susceptible to the temptations of alcohol.
IV. The reasons why individuals consume alcohol are numerous.	IV. A. Have a panel discuss the various reasons for which individuals consume alcohol and determine which reasons are valid. 1. Psychological reasons a. To gain acceptance b. To satisfy curiosity c. To seek excitement d. To rebel against authority e. To compensate for feelings of inferiority. f. To escape boredom 2. Physical reasons a. To relax b. To seek euphoric state c. To enjoy flavor 3. Social reasons a. To conform to family or national customs b. To celebrate c. Because of influence of friends d. For business reasons B. List the reasons why individuals feel that the consumption of alcohol is socially acceptable. Consider the influence of advertising, movies, television and various publications.
V. There are reasons why individuals refrain from using alcohol.	V. Have a panel discuss the various reasons that cause individuals to refrain from the use of alcohol.

EXPECTED OUTCOMES	REFERENCES
I. An understanding of the attitudes of different cultural groups toward the use of alcohol, and that it should be used in moderation or not used at all.	
II. The knowledge that there are various kinds of alcohol, some of which are poisonous.	
III. The realization that important decisions which will affect their lives can be made during the early teenage years.	
IV. An understanding of the many reasons why individuals consume alcohol.	
V. A. An understanding of the reasons why many individuals refrain from consuming alcohol. B. The realization that there are facts on both sides regarding the use of alcohol and should develop the abality to make decisions based on these facts.	

BASIC CONCEPTS	LEARNING EXPERIENCES
	1. Psychological reasons a. To gain acceptance b. Fear of results c. Pressures not to drink 2. Physical reasons a. To keep healthy b. To avoid unpleasant flavor c. To avoid slowing of reflexes 3. Legal reasons a. To conform to laws setting specific age limits b. To conform to laws prohibiting drinking during certain hours or in certain places 4. Economic reasons a. To avoid detrimental effects on work b. To save money 5. Religious reasons a. Because of personal convictions b. To conform to specific religious prohibitions B. Make a study of the laws of New York State pertaining to minors and alcohol.
VI. Alcohol affects every system of the body as well as all of the senses.	VI. A. Trace the path of alcohol from the time it is taken in until it reaches the various parts of the body. 1. The absorption of alcohol through the stomach intestines and liver. 2. The effects of alcohol on the brain, the heart, the kidneys and the blood. B. Discuss the questions: 1. Is the consumption of alcohol in moderation a safe practice for adults? 2. Does alcohol affect a teenager differently than it does an adult? Why?

EXPECTED OUTCOMES	REFERENCES
VI.	
A. An awareness of the wide-spread absorption of alcohol in the body.	
B. An understanding of the effects of alcohol on the various organs of the body.	
C. An acquaintance with the legal restrictions concerning age, time and place with regard to the consumption of alcohol in New York State.	

DRUGS AND NARCOTICS

BASIC CONCEPTS	LEARNING EXPERIENCES
I.	I.
A. Even in earliest times, man was concerned with the use of drugs.	A. Survey the number of home remedies available.
B. Many early medicines had no real effect. People felt better because they thought they were being helped.	B. Discuss the question: How do we test drugs before they are used by people today?
C. Long ago persons learned about drugs through experience. Some drugs proved to be harmful, some helpful.	
D. Drugs destroy disease germs, control body reactions, relieve pain, and affect a person's mood.	
II.	II.
A. Certain drugs can only be legally purchased with a doctor's prescription.	A. Discuss the question: What kind of health problems occur in countries where helpful drugs are not available.
B. Non-prescription drugs may be bought without a doctor's prescription. Many of them contain a warning label.	B. Discuss the reasons why the physician should be the only one to prescribe drugs?
C. Directions of the doctor for the use of prescription drugs should be carefully followed.	C. Have students make a list of patent medicines used for colds, headaches, upset stomach, etc. Have the school physician review and evaluate the lists.
III.	III.
A. Drugs are chemical substances which can be harmful if not properly used.	A. Read the labels of non-prescription drugs for directions for their uses and possible side effects.
B. Old medicines should be disposed of since part of the solution may evaporate and change the drug.	B. Evaluate the contents of your medicine chest. Dispose of old medicine, unlabeled bottles and old antiseptics.
C. Overdoses of medicines may be harmful.	C. Discuss the dangers of the unsupervised use of drugs.
D. Drugs should be stored in a medicine chest away from children.	
E. Parents or adults should supervise the use of all drugs by children.	

EXPECTED OUTCOMES	REFERENCES
I. A. A better understanding of the main uses of drugs. B. An appreciation of the role drugs play in the control of disease and pain.	
II. A knowledge and understanding of the difference between prescription and non-prescription drugs.	
III. The realization that drugs are potent agents and can cause serious harm if misused.	

BASIC CONCEPTS	LEARNING EXPERIENCES
IV.	IV.
A. It is unlawful to sell a prescription drug without a prescription.	Discuss the education and training of physicians and pharmacists.
B. Dosages of prescription drugs are based on a person's age, height, weight, and condition of health.	
C. The Federal Food and Drug Administration controls and approves the sale, use, and distribution of drugs.	
D. It is important to select wholesome activities, proper food and drink, and good associates.	
V.	V.
A. It is unwise to take food, drink, or pills from strangers.	A. Discuss the risks of experimenting with unknown materials.
B. Any evidence of suspicious practices should be reported to responsible authorities.	B. Discuss steps to take in reporting any suspicions of activities of peddling or use of drugs in your community.
VI.	VI.
It is never wise to experiment with pills and/or drugs; many are habit forming and can lead to health and social problems. Such experimentation is serious and dangerous.	Discuss the importance of holding to personal standards of behavior in group and individual activities.
VII.	VII.
A. It is important to direct one's frustrations and boredom into acceptable behavior such as work, recreation, or community service.	A. Discuss meaning and signs of maturity in individuals.
B. It is important to face one's problems directly and to learn when and from whom to seek help.	B. Discuss: Why do individuals take dares? Why do individuals resent being called "chicken"?
	C. Discuss sources of seeking help for personal and family problems.
	D. Discuss the importance of avoiding associations with individuals or groups whose behavior is questionable.

EXPECTED OUTCOMES	REFERENCES
IV. A. An understanding of the reasons for the differences in doctors' prescriptions. B. Familiarization with and willingness to obey laws and regulations regarding narcotics and habit forming drugs. C. A better awareness of the value of wholesome activities and good companions.	
V. A recognition of the moral obligation students have to their community in regard to drugs.	
VI. An understanding of the dangers of self-medication and the risks one takes in the use of unknown materials.	
VII. An understanding of the meaning of maturity, the values of a wholesome, healthful, active life, and the development of the ability to make decisions regarding their own actions.	

HEALTH EDUCATION

Area — *Health Agencies* **Level — *Grades 7, 8, 9***

OVERVIEW

The ultimate responsibility for personal health rests with the individual; nevertheless, the health of the entire community must also be of concern. Under the direction of local, state and federal governments and with the assistance of voluntary groups, an effective program of health maintenance has evolved.

This unit strives to inform students about these health agencies and about the services which they provide. Student awareness of the availability and accessibility of these services will produce better informed and healthier citizens.

HEALTH AGENCIES

BASIC CONCEPTS	LEARNING EXPERIENCES
I. The maintenance of community health necessitates the services of many individuals and agencies.	I. Have students record in their notebooks a list of individuals and agencies which are involved in the maintenance of community health.
II. Health agencies are services of the community and the local government.	II. A. Plan a field trip to a local hospital and follow the trip with a class discussion. B. Discuss training programs for hospital personnel. C. Have students compile information from community hospitals concerning nursing schools, medical technician training programs, etc. D. Introduce the role of the local government by showing a film strip about the health department. E. Organize student committees to investigate health facilities provided through the local health department. Reports can be used as a basis for class discussion. Have students consider the following topics: 1. TB-clinic and public health nursing 2. Office of Biostatistics and Health Education 3. Communicable and chronic disease control 4. Maintenance of Environmental Health 5. Maternal and Child Health Service F. Display literature collected by student committees. G. Have students keep a folder of clippings concerning public health agencies and collected from newspapers and magazines. H. Make a health survey of students. Distribute questionnaires containing such questions as: 1. Have you ever had a chest X-ray or a TB patch test? When? 2. Have you been vaccinated against smallpox? When? 3. Have you had any other innoculations? List them. When?

EXPECTED OUTCOMES	REFERENCES
I. The realization that a healthy society is a result of the efforts of a number of diverse individuals and agencies.	**Books:** 7, 8, 11, 14, 18, 36, 38 **Bulletin:** 1 **Pamphlets:** 39, 47
II. A. Familiarity with the hospital facilities in the community and the variety of hospital services available to patients. B. The ability to locate information on medical education facilities. C. A knowledge of how and where to acquire health literature and statistical data. D. An awareness of the accessibility of diagnostic services, disease prevention vaccines and some types of remedial care through the public health department. E. A recognition of the importance of maintaining healthful environmental conditions. F. The ability to attain better health goals through appropriate use of community resources. G. The ability to participate in programs for the protection and improvement of community health.	

BASIC CONCEPTS	LEARNING EXPERIENCES
III. The New York State Heatlh Department determines and extends the work of the local health department.	III. Briefly discuss the main activities of the New York State Health Department.
IV. Federal agencies deal with health problems which are beyond the scope of local and state agencies.	IV. Present a case which will demonstrate the necessity of involvement of a federal health agency.
V. The World Health Organization specializes in aiding countries which have inadequate health facilities.	V. Discuss the health information program and the technical services of the World Health Organization.
VI. Health organizations exist which are supported by voluntary contributions.	VI. Explain the purposes of voluntary organizations and give examples of such organizations.

EXPECTED OUTCOMES	REFERENCES
III. An understanding of the directive nature and special services of the New York State Health Department.	
IV. A familiarity with the far-reaching authority of the federal government and the services which it supplies.	
V. An understanding of the role of the United Nations in securing the cooperation of many governments to maintain international health.	
VI. An awareness of the public responsibility to support voluntary health organizations.	

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HEALTH EDUCATION

Area — *Science and Disease* **Level — *Grades 7, 8, 9***

OVERVIEW

The development of vaccines and the discovery of antibiotics have helped tremendously in the control of disease, yet many communicable diseases remain with us. Despite the advances of science in combatting these diseases, many of them present a potential hazrd to the community as well as the individual.

Studens in Grades 7-9 should realize the dangers of communicable diseases and should learn those measures which they must take to avoid illness. They should also be made aware of their responsibility to protect their own health as well as that of others. It is essential that students understand the value of building up resistance, the importance of medical care in case of illness, and the hygienic practices to be used in the prevention and control of disease.

It is the purpose of this unit to provide such understanding and awareness as well as to acquaint students with the more common communicable diseases, the ways in which they may be transmitted, their prevention and control.

SCIENCE AND DISEASE

BASIC CONCEPTS	LEARNING EXPERIENCES
I. Medical science has overcome many obstacles in the prevention and control of disease.	**I.** A. Discuss the problems of superstition, tradition and ignorance in the cause and cure of disease. B. Have each group collect information about individuals who have contributed to the prevention and control of disease.
II. Disease germs grow under favorable conditions in the human body.	**II.** A. Discuss the germ theory in general. B. Have students use the microscope to examine collections of bacteria on different objects.
III. Various virus infections attack the respiratory system.	**III.** A. Discuss ways to avoid virus infection; emphasize the common cold. B. Explain methods of personal hygiene which serve to prevent virus infection. C. Show and discuss the film strip, *We Have You Covered.*
IV. The incidence of childhood disease is on the decline.	**IV.** Prepare a list of childhood diseases and discuss their prevention and control. Include measles, mumps, scarlet fever, polio, whooping cough, chicken pox, diphtheria, small pox, tetanus, and rheumatic fever.
V. Disease germs are transmitted in a variety of ways.	**V.** List and discuss the ways in which diseases can be transmitted. (Direct contact, indirect contact, or by insects and animals.)
VI. Children have a responsibility to help prevent the spread of disease.	**VI.** A. Discuss the stages of illness. (Incubation period, acute illness, convalescence.) B. Explain the various methods of preventing the transmission of disease.

EXPECTED OUTCOMES	REFERENCES
I. A. An awareness of the many problems science has overcome in the cause, prevention and control of disease. B. A knowledge of some of the discoveries and progress which science has made in the control of disease.	Books: 5, 7, 10, 11, 18, 31 Films: 17, 70 Pamphlets: 1, 20
II. A. An awareness of the existence of various kinds of germs and an understanding of the conditions necessary for their growth. B. Familiarity with the proper use and value of the microscope.	
III. An awareness of the means to avoid and the methods of caring for a virus infection.	
IV. An understanding of the reasons why common childhood diseases are on the decline.	
V. An understanding of the ways in which disease germs can be spread.	
VI. The development of favorable attitudes toward individual practices which will help to prevent the spread of disease.	

BASIC CONCEPTS	LEARNING EXPERIENCES
VII. The human body has natural defenses against infection and disease.	VII. A. Discuss the body's natural defenses against infection. B. Show the film, *Disease and Its Control.* Discuss the film with the class.
VIII. Immunization is an important means of controlling disease.	VIII. Discuss the use of drugs, vaccines and toxoids.
IX. Food and water can spread disease germs.	IX. A. Prepare a chart showing the spread and control of disease. B. Discuss the importance of food laws. C. Contact the local health department for regulations regarding food and beverages in the community. D. Have committees visit different food stores and restaurants in the community and report on the measures used to safeguard the food supplies. E. Report on the measures taken in the community to protect the supply and purification of water.

EXPECTED OUTCOMES	REFERENCES
VII. An understanding of the means by which the body fights infection and disease.	
VIII. An understanding of the use of vaccines, drugs and toxoids.	
IX. A. An understanding of sanitation, preservation and food laws. B. An understanding of the various methods of water purification.	

HEALTH EDUCATION

Area — *First Aid and Safety* **Level — *Grades 7, 8, 9***

OVERVIEW

A sound knowledge of the principles of first aid and of the proper methods used to insure safety is essential to anyone concerned with the problems of health. It is of great importance that students recognize their responsibilities in these areas.

The purpose of this unit is to help the student develop the knowledge and skills which will aid in the reduction of accidents, and to provide him with sufficient background so that he will take proper action in an emergency.

FIRST AID AND SAFETY EDUCATION

BASIC CONCEPTS	LEARNING EXPERIENCES
I. A workable knowledge of first aid practices is important.	I. A. Discuss the purposes of teaching first aid. B. Consider the general directions to be followed in an emergency. C. Develop a thorough knowledge of first aid including emergency procedures to be followed in case of serious bleeding, shock, internal poisoning and asphyxiation. D. Have various students relate details of accidents in which they were involved, and have class suggest ways in which the accidents might have been prevented. E. Briefly describe a first aid kit and its contents. F. Show the film, *First Aid On the Spot.*
II. First aid administered by the unskilled may have harmful results.	II. Discuss the manner in which injuries can be greatly aggravated.
III. Simple precautions in water sports will save many people from accidental drowning.	III. A. Emphasize the fact that drowning can be easily avoided. B. List and discuss the precautions to be followed when in or near the water. C. Show the film, *Rescue Breathing.* Discuss the film with the class. D. Use bulletin boards to display photographs or pictures which portray the procedures used in artificial respiration. E. Plan and administer a written test on water safety and rescue breathing.

EXPECTED OUTCOMES	REFERENCES
I. A knowledge of first aid techniques and their practical application.	Books: 3, 4, 11 Films: 5, 23, 56 Pamphlet: 2
II. A knowledge of definite procedures to follow when confronted with an emergency.	
III. A knowledge of safety techniques in and around the water.	

BASIC CONCEPTS	LEARNING EXPERIENCES
IV. Teenagers are especially susceptible to accidents.	**IV.** A. Conduct a class discussion concerning the accident rate among teenagers, the types of accidents which are most common and the means by which they can be prevented. B. Discuss the reasons for the steadily rising accident rate during the teenage years. C. Stress the importance of a school safety education program. D. Have students prepare a safety bulletin board.
V. Most accidental injuries occur in the home.	**V.** A. Acquaint students with the statistics on accidental deaths and injuries in the home. B. Prepare a questionnaire for students to determine how safe each of their homes is. C. Have students report on accidents which have taken place in their homes, mentioning causes and means for prevention. D. Stress the importance of having a list of emergency telephone numbers at hand. Have students prepare a list which includes doctor, police department, rescue squad, etc. These lists should be posted near the telephones in their homes.
VI. Bicycling is a most enjoyable and healthful recreation provided safety rules are carefully observed.	**VI.** A. Discuss the rules of safe bicycling. B. Organize an assembly program which deals with inspection, licensing, and proper use of the bicycle. C. Show the film, *Bicycle Safety Skills*.

EXPECTED OUTCOMES	REFERENCES
IV. **An understanding of the physical and mental causes of the increasing teenage accident rate.**	
V. **An awareness of the many situations in which accidents may occur.**	
VI. **Cognizance of the fact that good bicycling habits and skills are necessary to the safety of the rider.**	

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SUGGESTED TIME ALLOTMENT

	Topic	*Time In Periods*
I.	Personal Inventory and Appearance	10
	Value of physical examinations	
	Health habits	
	Posture	
	Skin and hair	
	Teeth	
	Dress	
II.	Food and Nutrition	10
III.	Body Systems	10
	Circulatory	
	Digestive	
	Endocrine	
	Excretory	
	Nervous	
	Respiratory	
IV.	Mental Health	15
	Heredity	
	Rest and recreation	
V.	Alcohol, Narcotics and Tobacco	15
VI.	Health Agencies	5
	State	
	Local	
	Federal	
	Voluntary	
	International	
VII.	Healthful Environment	10
	Home	
	School	
	Community	
	Home care of the sick	
	Disease prevention and control	
	Major causes of death in the U. S.	
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HEALTH EDUCATION

Area — *Personal Inventory and Appearance*

Level — *Senior High School*

OVERVIEW

The responsibility of every individual is to keep himself in good physical condition and to keep himself neat and well groomed. A complete physical examination may well reveal a hidden defect in an individual who is thoroughly convinced of his physical fitness and bodily well-being. One's relations with others, as well as his attitudes toward himself, are often affected by his physical appearance which, like a mirror, reflects his knowledge of the importance of good posture and proper grooming.

In this unit the teacher should stress the need for students to maintain good physical condition and appearnce through proper exercise, food, rest and regular medical examinations. It is wise to remember, "Your appearnce, as you pass by, is all of your message to most of the world."

PERSONAL INVENTORY AND APPEARANCE

BASIC CONCEPTS	LEARNING EXPERIENCES
I. A regularly scheduled physical examination is essential for healthier living.	I. A. Discuss the reasons why a regular physical examination is important. B. Discuss the reasons for the particular importance of the examination of athletes. C. Have the school doctor or nurse explain the importance of physical examinations for young people, and follow-up examinations throughout life. D. Discuss the results of a thorough physical examination.
II. Healthy vital organs are necessary equipment for life.	II. Display a human anatomy chart in which the vital organs can be clearly distinguished.
III. Personal appearance depends a great deal on good health.	III. Post charts showing a well groomed boy and girl. Discuss the importance of personal hygiene.
IV. Correct posture improves health and appearance.	IV. A. Display charts which show proper posture in the sitting and standing positions. B. Show the different positions of the rib cage in breathing. C. Using a skeleton or charts, discuss posture and its relationship to the vital organs, the bones and the muscles. D. Provide a class demonstration of good posture and explain its importance to appearance, body structure and health now and later in life. E. Discuss the factors which affect posture and well being, such as exercise, rest, clothing and furniture.
V. Proper foot care gives a sense of well being.	V. Discuss the proper care of feet, wise selection of shoes and their relationship to posture and fatigue.

EXPECTED OUTCOMES	REFERENCES
I. A. An awakening of the interest of the students in the status of their health. B. An awareness of the importance of health in competitive games. C. A greater familiarity with the functions of the school doctor and nurse. D. Recognition of the fact that an apparently healthy looking individual is not necessarily free from physical impairment.	Books: 9, 14 Films: 6, 12, 55, 64 Pamphlets: 10, 12, 25
II. A clear understanding of the location and function of the vital organs.	
III. An awareness of the fact that exemplary habits of good grooming improve health and personal appearance.	
IV. A consciousness of the importance of good posture and its relationship to appearance and the normal functions of the body.	
V. An awareness of the fact that poorly fitted shoes and improper foot care can affect one's posture and lead to disorders of the feet.	

BASIC CONCEPTS	LEARNING EXPERIENCES
VI. An awareness of the importance of the skin tends to promote better care.	VI. A. Display charts showing the structure of the skin. B. Explain the functions of the skin. C. Discuss the benefits and dangers of the elements, particularly the sun and wind, on the human skin.
VII. Skin conditions and blemishes affect both health and personal appearance.	VII. Organize a class discussion concerning unhealthy skin conditions, their causes and their prevention.
VIII. Well groomed hair is an asset to the appearance of an individual.	VIII. By question and answer, determine why proper care and styling of the hair is important.
IX. Proper care and diet insure the health of the teeth.	IX. A. Use charts or diagrams to show the make-up of a sound tooth. B. Obtain a dental plate or bridge, x-rays, and actual decayed teeth to demonstrate their structure, purpose, hidden decay and the existence of abscesses. C. List the proper foods for building strong teeth. Stress the importance of brushing after each meal and explain bacteria buildup, and the importance of oral hygiene to prevent mouth infections. D. Introduce dental floss and dentitrices and explain their uses. Emphasize things to avoid, such as carbonated beverages, gum, and sweets.

EXPECTED OUTCOMES	REFERENCES
VI. A recognition of the important role the skin plays in the functions and protection of the body, and the fact that frequent bathing is essential for social acceptance and retention of good health.	
VII. A knowledge of unhealthy skin conditions, their causes, and the means by which they may be prevented.	
VIII. The development of a greater concern with good grooming.	
IX. A. An understanding of the structure and function of teeth. B. An awareness of the fact that a tooth which appears sound might have hidden decay or be abscessed. C. An understanding of the fact that a proper diet builds strong teeth but does not prevent decay, and that daily brushing and the use of dental floss help prevent decay and discourage bacteria buildup which may lead to mouth infections.	

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HEALTH EDUCATION

Area — *Food and Nutrition* **Level — *Senior High School***

OVERVIEW

The development and maintenance of a healthy body depend primarily on nutritional habits which are developed during the early years. The variation and amount of food consumed in the daily diet are important factors in assuring the proper functioning of our bodies. Improper eating habits and poorly balanced meals may lead to malnutrition and may even give rise to emotional and social problems.

It is essential that the teacher stress the damaging effects of self-imposed diets and the practice of following food fads. Not to be overlooked is the importance of proper rest and relaxation. Without them one suffers undue fatigue which, in turn, inhibits the appetite, thus affecting his nutritional status.

FOOD AND NUTRITION

BASIC CONCEPTS	LEARNING EXPERIENCES
I. Proper nutrition is essential for normal growth, development, maintenance and repair of all cells of the body.	I. Discuss the relationship between the human body and an automobile with regard to maintenance and repair.
II. The foods we eat contain nutrients and calories which have a definite purpose in the functioning and physical make-up of the human body.	II. A. Prepare a list showing the necessary food nutrients and discuss the purposes and importance of each to the human body. B. Display charts which picture foods from the four basic groups. List the nutrients derived from each group. C. Display a calorie counter and have students prepare menus for one day for individuals who have different dietary needs. (The teenager, a retired man, an athlete, etc.)
III. Weight has a definite relationship to food selection and eating habits.	III. By question and answer, have the class discuss weight (normal, overweight and underweight), correct diet and food fads, and proper eating habits.
IV. The responsibility of proper buying, cooking and storing of foods which will come later in life, is important to the welfare of each individual.	IV. Organize a class discussion concerning cost, nutritional value and storage of foods. Enumerate the difficulties which low income groups face in securing an adequate diet through cost and improper purchasing.

EXPECTED OUTCOMES	REFERENCES
I. A realization of the fact that the body will operate efficiently, and at the same time repair itself, if given the proper foods.	Book: 13 Pamphlets: 6, 18
II. A. An awareness of the fact that foods are divided into classes and that each plays an important part in the operations of body growth, maintenance and repair. B. A recognition of the importance of knowing the nutritional needs of individuals.	
III. A greater consciousness of the importance of well balanced meals, the dangers of self-imposed diets, and the fallacies of food fads.	
IV. A. A sound grasp of the importance of intelligent food purchasing in order to maintain a well balanced diet. B. Cognizance of the fact that food, when properly cooked and stored, retains its nutrients.	

HEALTH EDUCATION

Area — *Body Systems* **Level — *Senior High School***

OVERVIEW

To appreciate the functions and reactions of the human organism in health and disease, it is essential to know the working parts of the human machine and their interactions. Each system is largely a separate entity, yet each is dependent upon the others for proper functioning.

A study of the body systems would not be complete without some knowledge of the more common degenerative diseases since the trend in the death rates for these diseases is definitely upward. Therefore, the student should be acquainted with the causes and physical signs of the most prevalent degenerative diseases so that he may more adequately guard his health.

BODY SYSTEMS

BASIC CONCEPTS	LEARNING EXPERIENCES
I. It is essential to have a general knowledge of the structure and function of the human mechanism.	I. A. Through the use of charts, models and films, describe the locations, functions, and interrelationships of the digestive, circulatory, endocrine, excretory, nervous and respiratory systems. B. Provide for practical learning experiences in the area of body systems by the use of stimulus and response tests and reflex action tests.
II. Each individual should be aware of the more common disorders of the body systems, both degenerative and deficiency.	II. A. Have committees collect, compile and report information on heart disease, cancer, circulatory diseases, neurological diseases, diabetes, and digestive disorders such as appendicitis and indigestion. B. Invite a physician or nurse to discuss ways and means to prevent disease.

EXPECTED OUTCOMES	REFERENCES
I. A knowledge and understanding of the body systems.	Books: 9, 14, 17, 18, 31 Films: 16, 24, 29, 46
II. An insight into the dangers of the more common body system disorders, both degenerative and deficiency.	

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EXPECTED OUTCOMES	REFERENCES
I. A greater self-awareness and a more tolerant attitude toward others.	Books: 14, 18, 26, 37 Films: 1, 10, 15, 68, 71 Pamphlets: 21, 26, 32, 41
II. An understanding of personality differences and the reasons for such individual variations.	
III. A willingness to strive for voluntary self-improvement.	
IV. An understanding of the nature of behavior.	
V. An understanding of the different kinds of behavior and the underlying causes of each.	
VI. An analysis of their own behavior and a realization of the ways in which changes can be effected.	

BASIC CONCEPTS	LEARNING EXPERIENCES
VII. Intelligent behavior is influenced by past experiences, degree of knowledge and emotional control.	VII. Have students collect news stories, magazine articles and excerpts from recent books which demonstrate the difference between emotional and intelligent behavior.
VIII. Good habits enable individuals to live happy, effective lives.	VIII. Have students refer to the self-evaluation previously assigned in order to determine which traits are acquired. Have them decide which habits should be changed in order to improve their personalities.
IX. Mental illness varies in degree and appears in many different forms.	IX. A. Discuss personality and character disorders, the causes and results of conflicts, and the manner in which they may be dealt with and overcome. B. Organize a discussion dealing with examples of individual and group behavior taken from personal experiences and observations in the home, school and community.
X. The inability to make choices or decisions and the fear of facing conflict may lead to mental instability.	X. Discuss the need to face reality, make decisions, accept responsibility and seek available means for solving conflicts.
XI. A healthy personality is a result of true ability, rational thought and the willingness to accept others.	XI. A. Discuss the need for self-acceptance and acceptance by others. B. Outline and explain the common behavior detours such as the use of projection, rationalization, and identification. C. Give examples of behaviors which demonstrate the use of mental mechanisms. (Writing on walls, cutting classes, stealing, inattention, etc.)

EXPECTED OUTCOMES	REFERENCES
VII. An understanding of different types of behavior as reflected in student reports.	
VIII. A willingness to take positive action in changing undesirable habits.	
IX. A realization of the fact that everyone must face problems which can lead to mental disturbance if improperly handled.	
X. An understanding of the reasons for the existence of their own problems, and a knowledge of proper procedures in dealing with them.	
XI. A recognition of personal strengths and weaknesses and the ability to solve problems more intelligently.	

BASIC CONCEPTS	LEARNING EXPERIENCES
XII. Mental disturbances can result in physical illness.	XII. A. Discuss the ways in which continued emotional stress may lead to psychosomatic disorders. B. List physical disorders which may be psychological in origin, such as hay fever, asthma, ulcers and headache. C. Discuss the ways in which psychosomatic disorders may be avoided. Consider control of the emotions through physical activity, discussion of problems with others, and the leading of a balanced life. D. Have class discuss examples of psychosomatic disorders related to school attendance.
XIII. Neurotics suffer minor maladjustments which allow them to carry on a seemingly normal existence, but which interfere with balanced living.	XIII. A. Discuss such causes of neurotic reactions as unfavorable life experiences, conflicts raging in the unconscious mind, and the misuse of mental mechanisms. B. Give examples of various types of neuroses and discuss each one.
XIV. A psychotic person retreats from real life and lives in an imaginary world, unable to associate with others or to make sensible judgements.	XIV. A. Consider the functional and organic causes of psychoses. B. Discuss organic disorders of mental processes such as senile psychosis and delirium tremens. Discuss functional disorders such as schizophrenia and manic-depressive psychosis.
XV. Modern treatment, if instituted early enough, can cure many instances of mental disease.	XV. A. Trace the development of treatment for severe mental disorders from past use of witch doctors and dungeons to modern methods of psychotherapy, and occupational therapy, drug therapy and surgery. B. Have student committees investigate local services for the prevention of mental illness and the treatment of neuroses.

EXPECTED OUTCOMES	REFERENCES
XII. An awareness of the nature of the more advanced mental disturbances and the manner in which they affect daily living.	
XIII. The ability to identify and recognize neurotic symptoms.	
XIV. The development of an understanding and sympathetic attitude toward the mentally ill.	
XV. An awareness of the many advances which have been made in the treatment of mental illness.	

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BASIC CONCEPTS	LEARNING EXPERIENCES
XVI. Proper use of leisure time helps to relieve mental and physical tensions.	**XVI.** A. Discuss the social values of play. B. Survey the recreational activities of the class. Discuss suitability for age group. C. Have student committees investigate the recreational resources of the community.
XVII. "An ounce of prevention is worth a pound of cure."	**XVII.** A. Discuss attitudes and habits which aid in the prevention of mental illness. Consider such methods as: 1. Learning to deal effectively and constructively with your emotions. 2. Developing self-respect and self-confidence. 3. Meeting problems head on and dealing with them effectively. 4. Becoming identified with an acceptable group. 5. Assuming some responsibility for the welfare and happiness of others. 6. Planning for the future and establishing realistic goals. 7. Shaping your environment when you can, adjusting when you can not. 8. Learning to relax through hobbies or other recreational activities. 9. Getting adequate amounts of sleep and developing other good health habits. 10. Seeking counsel when troubled. B. Have students add to the above list any rules of life which will help them personally.

EXPECTED OUTCOMES	REFERENCES
XVI. **The realization that a change of activity will often relieve tensions.**	
XVII. **The knowledge that by following a few sensible rules of life, individuals can do much to prevent mental illness.**	

HEALTH EDUCATION

Area — *Alcohol, Narcotics and Tobacco*

Level — *Senior High School*

OVERVIEW

In today's society it is imperative that a basic understanding be achieved of the effects of the use of alcohol, narcotics and tobacco. Proper attitudes should also be developed as early as possible. Students should be able to make intelligent value judgements concerning their personal welfare in relation to the use of these depressants.

This unit presents many facets whereby critical thinking on the part of the students is encouraged. Fundamental knowledge in areas such as this will enable the student to recognize many scientific facts, to perceive several misconceptions and to appreciate the need to understand the complex problems involved in the use of alcohol, narcotics and tobacco.

ALCOHOL, NARCOTICS AND TOBACCO

BASIC CONCEPTS	LEARNING EXPERIENCES
I. Alcohol is a habit-forming depressant which has ill effects on the human body.	I. A. Show the film, *Alcohol and the Human Body.* B. Arrange a student panel discussion on teenage drinking. C. Invite a speaker to discuss alcoholism in an assembly program. D. Assign students to report on topics related to alcohol and alcoholism. E. Survey the drinking habits of the class by means of an anonymous questionnaire. F. Discuss the physical and psychological effects of alcohol. G. Survey magazines and newspapers for articles involving alcohol in traffic accidents, industrial accidents, crime, and family problems.
II. Narcotic addiction is becoming more commonplace, particularly among young people.	II. A. Discuss the various types of habit-forming drugs and their effects on the human body. B. Explain the ways in which narcotics can be beneficial to man. C. Have the class prepare a list of reasons why individuals become users of narcotics. Preview and discuss this list, and have students suggest reasons why they should avoid habit-forming drugs. D. Consider the following questions for oral response and review. 1. Does leisure time have any effect on the use of narcotics? How? Why? 2. How and why is the control of drugs so strictly enforced? 3. What types of treatment facilities (federal, state, local) are available for drug addicts? 4. What are the more common physical and emotional characteristics of drug addicts? 5. How do the state and federal laws deal with those who sell narcotics illegally?
III. Recent studies have shown that smoking among teenagers is becoming more widespread.	III. A. Conduct a survey of the smoking habits of the members of the class. B. Have students gather literature on smoking. C. Debate the issue, Smoking as a health hazard. D. Develop a vocabulary list of new or uncommon words concerned with smoking. E. Show appropriate films and filmstrips on smoking. F. Analyze cigarette advertising. G. Where feasible, conduct simple experiments on the harmful effects of smoking. H. Arrange an assembly program concerned with the dangers of smoking.

EXPECTED OUTCOMES	REFERENCES
I.	
A. A knowledge and understanding of the effects of the excessive use of alcohol.	Books: 9, 12, 14, 23
B. An understanding of the manner in which alcohol can affect behavior.	Films: 3, 19, 44, 63, 65, 66, 67, 69
C. A knowledge of the means by which problems resulting from the excessive use of alcohol may be prevented or solved.	Pamphlets: 7, 15, 27, 31, 39
	Filmstrips: 1, 9
II.	
A. An appreciation of the dangerous effects of drugs on the human body.	
B. The development of a sensible attitude toward and an understanding of drugs.	
III.	
A. A recognition of the motives involved in the decision to smoke or not to smoke.	
B. The ability to objectively evaluate the arguments for and against smoking.	
C. A thorough understanding of the harmful effects which may be attributed to smoking.	

ALCOHOL

BASIC CONCEPTS	LEARNING EXPERIENCES
I. Alcohol has the potential for the development of unacceptable behavior.	I. Have students discuss some of the examples of unacceptable behavior they have witnessed or heard of.
II. Adolescents tend to perceive alcohol as a social beverage rather than a drug.	II. Have students discuss the question: Which is more important, what alcohol does *for* the drinker or what it does *to* the drinker?
III. The human body reacts to alcohol. A. Alcohol has a definite effect on nutrition. B. Deficiency diseases are related to excessive alcohol consumption.	III. A. Discuss the lack of food value in alcohol. B. List food elements necessary to good nutrition that are lacking in alcohol.
IV. Many systems of the body are affected by the excessive use of alcohol.	IV. A. Review the ways in which alcohol reaches all parts of the body. 1. Stomach irritations 2. Cirrohosis of the liver 3. Kidney disease 4. Heart 5. Circulatory system 6. Nervous system B. Discuss its effect on the heart. C. Explain why the eyes become bloodshot as a result of heavy drinking? D. Discuss the connection between loss of judgment and the loss of control over inhibitions; and the nervous system?
V. The excessive use of alcohol affects society.	V. Check the newspapers for articles relating to alcohol and the problems it creates. A. Traffic problems 1. Accidents 2. Fatalities 3. Disabilities 4. Arrests B. Welfare 1. Broken homes 2. Divorce 3. Juvenile problems C. Alcoholism 1. Missing work 2. Loss of job 3. Accidents D. Moral offenses E. Legal offenses

EXPECTED OUTCOMES	REFERENCES
I. The realization that unacceptable or antisocial behavior can be the result of consumption of alcohol.	
II. An understanding of the possible serious effects of alcohol and the way in which the human body systems react to the absorption of alcohol.	
III. An awareness of the manner in which alcohol can affect proper nutrition.	
IV. An awareness of the health hazards involved with excessive use of alcohol.	
V. The realization that alcoholism is a form of illness and that excessive use of alcohol is harmful both to the individual and to society.	

BASIC CONCEPTS	LEARNING EXPERIENCES
VI. Even small amounts of alcohol in the body affect driving ability.	VI. A. Discuss the importance of refraining from driving after drinking even small quantities of alcohol. 1. Alcohol affects: a. Judgment b. Attitudes c. Vision d. Reaction e. Coordination 2. Chemical tests to determine intoxication: a. Breath b. Blood c. Saliva d. Urine B. Discuss the responsibility we have toward our dates, others in the car or persons in other cars. C. Try to recall the number of accidents that occurred last year at proms and graduations as a result of driving after drinking.
VII. The economic implications of alcohol are many.	VII. Discuss the economics of alcohol both pro and con. What conclusions are drawn regarding: A. Income from sale of alcoholic beverages B. Taxes from manufacture, distribution, and sale of alcoholic beverages C. Expenditures related to excessive use of alcohol: 1. Hospital care 2. Disease 3. Accidents 4. Maintenance in jails 5. Potential wages lost
VIII. Alcoholism is a chronic disorder caused by repeated drinking of alcoholic beverages in excess, and to an extent that interferes with the drinker's health or economic functioning.	VIII. Review the literature that deals with alcoholism as an illness.

EXPECTED OUTCOMES	REFERENCES
VI. **The development of a sense of the dangers of the use of alcohol to excess or at an early age.**	
VII. **A basic understanding of the economic factors associated with alcohol.**	
VIII. **An understanding of the relationship between excessive use of alcohol and the problems it creates for society and an awareness of the fact that these problems affect them as members of society.**	

BASIC CONCEPTS	LEARNING EXPERIENCES
IX. There are certain specific signs associated with alcoholism.	IX. A. Recall some victims of alcoholism that you have seen. What do they look like? How do they act? B. Discuss specific signs associated with alcoholism: 1. Blackouts 2. Hidden drinking 3. Extreme desire for alcohol 4. Willingness to drink anything which will bring on intoxication
X. Because alcoholism is an illness, it can be treated by psychiatrists, physicians, and social workers.	X. Check the resources in the city that are available for the rehabilitation of alcoholics: 1. Outpatient clinics 2. General hospitals 3. Mental hospitals 4. Halfway houses 5. Alcoholics Anonymous 6. Al-Anon (families of alcoholics) 7. Al-Ateen

EXPECTED OUTCOMES	REFERENCES
IX. The ability to recognize the symptoms of alcoholism.	
X. An awareness of the many resources available to assist alcoholics and a knowledge of the means by which they may be utilized.	

DRUGS AND NARCOTICS

BASIC CONCEPTS	LEARNING EXPERIENCES
I. Narcotics are habit forming drugs which are dangerous to use.	I. Discuss the fact that addiction to a drug is characterized by tolerance, habituation and physical dependence.
II. Drug addiction is caused by several factors.	II. A. Discuss the main causes of drug addiction. 1. Persons may have emotional problems. They feel insecure and inadequate and turn to drugs as a way of escaping their problems. 2. Experimental users may take a dare or try something new. 3. Self medication. 4. Accidental addiction which occurs when large doses of opiates are given because of illness or injury. 5. A person may be enticed to try something new on a dare or for kicks. B. Discuss the dangers of self medication or accepting drugs from anyone but a physician. C. Discuss the factors which lead to drug addiction and the type of person most likely to get involved in the use of drugs.
III. Most drug addicts are described as immature, easily frustrated and incapable of assuming responsibility. They have little chance of becoming drug free and usually face a life of addiction. The best answer to this problem is not treatment, but prevention.	III. A. Discuss the kinds of activities which will enable an individual to be a part of a mature-acting group. B. Ask students to discuss the topic: Is it necessary to conform to group behavior?

EXPECTED OUTCOMES	REFERENCES

I.

The knowledge that the human body develops a tolerance to substances and requires greater amounts to achieve the same effects. This leads to habituation which is an emotional need for drugs in order to sustain a feeling of relief from desire or torment. Finally, the last step in addiction is the need for drugs which is expressed by bodily demands.

II.

A. An awareness of the dangers of self medication.

B. An awareness of the various ways in which they can be exposed to drugs.

C. A knowledge of preventive measures to follow in order to avoid becoming involved in the use of drugs.

III.

A. An understanding of the relationship between the temptation to use drugs and emotional and social behavior.

B. A knowledge of sources from which help may be sought with personal problems.

C. Active participation in a number of wholesome school and community activities.

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BASIC CONCEPTS	LEARNING EXPERIENCES
IV.	IV.
A. Morphine is a fine powder with a bitter taste and heroin is a white powder made from morphine.	A. Discuss effects of narcotics: 1. Offer no curative values 2. Relieve pain 3. Cause mental and physical inactivities 4. Produce sleep 5. Cause stupor, coma and death
B. Heroin is outlawed in the United States even for medical use because of its addicting qualities.	B. Discuss the fact that heroin is three times as strong as morphine, and thus is the opiate preferred by addicts.
C. The conditions under which drug addicts administer narcotics are usually unsanitary.	C. Discuss the ways in which this drug is used and the dangers of transmitting serious diseases through the use of unsterilized needles.
	D. Discuss the effects of the use of drugs and how these effects can contribute to accidents. 1. Persons under the influenc eof drugs are more susceptible to accidents. 2. Drug addiction creates many personal and family problems. 3. Economically, the cost of drugs is so high that drug addiction becomes associated with crime.
	E. Have a panel discuss the problems in the treatment of drug addicts and the problems they create for themselves and their families.
	F. Discuss the reason for the increase in crime where drug addiction is present. How is it associated with the user of drugs? How is it associated with the provider of drugs? Study the newspapers for articles that concern the problem of illegal drug use.
V.	V.
Withdrawal illness is the penalty of drug addiction.	Discuss the ways in which dependence created by the use of drugs causes the body to react in their absence: 1. Chills 2. Perspiring 3. Running eyes and nose 4. Body aches 5. Diarrhea 6. Vomiting 7. Severe cramps

EXPECTED OUTCOMES	REFERENCES
IV.	
A. Familiarization with the various kinds of narcotics.	
B. An awareness of the unsanitary conditions associated with the use of drugs and th etypes of persons who will tolerate these conditions.	
C. The ability to name the problems that are created by the drug addict and the recognition of their own responsibility to themselves and their families to avoid becoming involved with drugs.	
D. The ability to explain the reasons for the high cost of drug addiction and why addiction becomes a natural corollary of crime.	
V.	
A. The understanding that drugs cause chemical reactions which cause severe illness when drug is withheld.	
B. An understanding of the reasons why many persons are forced to committ crimes to support the habit.	

BASIC CONCEPTS	LEARNING EXPERIENCES
VI. Drug addiction is rarely cured.	VI. A. Look up the provisions of New York State's Metcalf-Walker Act of 1963. B. Discuss the ways in which some drugs are similar to morphine. Consider the fact that they have similar effects and should only be used on prescription. Other drugs are: 1. Dilantin 2. Mitopan 3. Codeine 4. Demoral 5. Methodone 5. Barbituates C. Discuss the use of barbiturates as tranquilizers and the dangers of unsupervised use.
VII. A. Users of barbiturate drugs, while under their influence, may take an overdose which can be fatal. B. There is the same problem of withdralaw illness with barbiturates as with heroin.	VII. Discuss the importance of keeping the supply of barbiturate drugs locked in the medicine cabinet.
VIII. A. Marijuana is smoked in the form of cigarettes B. The 1937 Marijuana Act forbids the sale or use of this drug.	VIII. A. Discuss the manner in which marijuana results in persons being less inhibited and leads to unsocial behavior. Consider the fact that the unstable person may become psychotic. B. Discuss the circumstances and atmosphere in which marijuana is generally smoked. C. Check the provisions of the 1937 Federal Marijuana Act (The Harris-Dodd Act).
IX. A. Many people become addicted to stimulants.	IX. A. Discuss these drugs as hallucinogenic drugs and the ways in which they cause loss of judgment, bring about a feeling of extreme well-being, and lead to attempts at impossible and dangerous feats.

EXPECTED OUTCOMES	REFERENCES
VI. A. An awareness of the importance of using drugs only by prescription and under the supervision of a physician. B. A knowledge of the consequences of the misuse of drugs.	
VII. An understanding of the nature of barbiturate drugs, their uses, and the potential dangers of their abuse as well as a recognition of the fact that the use of such drugs may lead to a serious problem of addiction.	
VIII. A. An understanding of the dangers of taking this first step in drug addiction — smoking of marijuana. B. The ability to make proper decisions regarding the use of drugs.	
IX. A. An understanding of the nature and use of the stimulant drugs and the danger of developing a dependence on these substances. B. The realization that these drugs are habit forming.	

BASIC CONCEPTS	LEARNING EXPERIENCES
B. LSD is being used experimentally by psychiatrists with alcoholics and mentally ill patients. It is also being abused by pranksters and thrill seekers.	B. Review the newspaper articles regarding LSD.
C. One ounce of LSD can provide an average dose for 300,000 persons. It is usually administered on a cube of sugar.	C. Have class decide what the penalty should be for a prankster who gives LSD to another person without that person's knowledge and crime or death results.
D. Long term effects on the brain are unknown. Use of LSD is known to result in panic, depression, suicidal attempts, major changes in behavior, goals and style of life.	D. Discuss the reasons why LSD is considered so dangerous that it is not legally available by prescription.
X.	X.
The Federal Bureau of Narcotics works with local and state agencies to control drug traffic.	Discuss the reasons for the extensive efforts made by the various levels of government to control drug traffic.
XI.	XI.
The Harris-Dodd Act forbids the excessive refilling of prescriptions for dangerous drugs and requires that records be kept of their manufacture, sale, and distribution.	Discuss the effects of drug addiction on the economic and sociological aspects of life in the United States.

EXPECTED OUTCOMES	REFERENCES
C. A knowledge of the nature of LSD and the dangers of this potent drug to mind and body.	
X. An understanding of the costs involved and harm which results from drug traffic in any country.	
XI. An awareness of their responsibility in making every effort to stamp out illegal traffic in drugs and narcotics.	

HEALTH EDUCATION

Area — *Health Agencies* **Level — *Senior High School***

OVERVIEW

Many people are unaware that there are, today, various agencies on the international, federal, state and local levels which are making notable accomplishments in the area of health protection. Such agencies provide services which are invaluable to the communities which they serve. The importance and scope of their work as well as the services which they provide should be realized by each individual.

Students should be made aware of the functions and duties of various agencies subsidized by taxes, voluntary contributions or endowed organizations which are working together to promote better living.

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HEALTH AGENCIES

BASIC CONCEPTS	LEARNING EXPERIENCES
I. Policies regarding public health are determined by the state health department.	I. Emphasize the fact that the state health department is the co-ordinator of local health departments for which it dicates policies.
II. It is the responsibility of the local health department to carry out the work directed by the state health department.	II. A. Review and discuss the functions of the local health department as the active worker in carrying out the following duties: 1. Control of communicable diseases 2. Maintenance of sanitation controls 3. Compilation of vital statistics 4. Public health education 5. The administration of health protection programs 6. The operation of diagnostic clinics 7. The provision of subsidies for health under the Social Security Act of 1935 B. Assign written reports on other community programs related to health. Housing inspection, industrial safeguards, city planning and slum clearance may be considered among others.
III. The federal government assists the states but cannot dictate policies.	III. A. Discuss the work of the federal government and explain the duties of the Department of Health, Education and Welfare. Consider the Public Health Service, the Children's Bureau, the Office of Education and the Food, Drug and Cosmetic Act. B. Discuss the President's Council on Physical fitness, the Veterans' Administration, and other departments related to health.
IV. Some health organizations are supported by voluntary contributions.	IV. Explain the purpose of a voluntary organization. Give examples.
V. As the world grows smaller through advances in transportation, there is a greater awareness of health needs in underdeveloped areas.	V. Emphasize the need for health information programs and the technical services of the World Health Organization.

EXPECTED OUTCOMES	REFERENCES
I. A knowledge of what is being done by public health agencies to protect the welfare of the people.	Books: 31 Bulletins: 2, 3 Film: 9 Pamphlet: 8
II. A willingness to make use of the facilities of the local health department in the fight against disease through innoculations, chest x-rays, etc.	
III. A realization of the fact that there are health problems between states which are not covered by individual states.	
IV. A recognition of the importance of voluntary health organizations.	
V. A. An interest in the fact that our armed forces, members of the Peace Corps, and other citizens who are outside the United States are exposed to health hazards everywhere in the world. B. An awareness of the problems resulting from the increase in the world's population.	

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HEALTH EDUCATION

Area — *Healthful Environment* **Level — *Senior High School***

OVERVIEW

It is important to understand the responsibility of the individual as well as that of the entire community concerning the problem of health. With knowledge gained from the study of material contained in previous areas, the student should be cognizant of the personal factors which determine his health status. Environmental health goes beyond the individual and involves the whole spectrum of his social relationships.

Our environment undergoes rapid changes; adverse conditions arise along with helpful new discoveries. It is essential for students to realize and understand the need for adjustment to these changes. Equally important to comprehend is that the individual and the local, state and federal governments must cooperate in meeting the challenges of these changes, considering uppermost the health needs of our society.

HEALTHFUL ENVIRONMENT

BASIC CONCEPTS	LEARNING EXPERIENCES
I. The family molds the personality of the child and constantly reshapes the lives of all its individual members.	I. A. Discuss the characteristics of a good home for family living. Consider the psychological and physical environment, the parent-child relationships, and the delineation of responsibility. B. Appoint committees to prepare diagrams or floor-plans of apartments or houses suitable for middle income families.
II. The school is sometimes called a student's home away from home.	II. A. Discuss the characteristics of a healthful school environment. Consider the physical plant, individual responsibility for good housekeeping, school services, school spirit, discipline and cooperation. B. Assign a committee to study behavior which demonstates a disregard for school property or regulations.
III. Both employee and management must cooperate to provide for and promote a healthful work environment.	III. A. Discuss the problems of health in industry. Consider suitability of employment, safety on the job, and occupational diseases. B. Appoint a committee to consult the guidance department for information concerning routine employment procedures.
IV. Expanding industrialization and scientific advancement bring health problems which must be faced.	IV. A. Discuss community problems which result from scientific advancement and social change. Consider space exploration, civil defense, atomic research and the population explosion. B. Have students collect articles from newspapers and magazines which deal with recent scientific advancements. Discuss the health problems which might result.

EXPECTED OUTCOMES	REFERENCES
I. A. An understanding of the relationship between an adequate, healthful home environment and an individual's general well-being. B. A recognition of the fact that each individual has a definite responsibility for maintaining a healthful environment.	Books: 14, 16, 18, 30, 31 Films: 7, 8, 11, 27, 37, 40, 42, 43, 47, 58, 59, 60 Pamphlets: 9, 14, 17, 24, 48
II. A. An appreciation of what constitutes a healthful school environment. B. An awareness of the problems which exist in a school and the individual's responsibility regarding them.	
III. A realization of the importance of adequate preparation for employment and careful job selection.	
IV. A. An appreciation of the scope of the more recent problems which have developed in the field of health. B. An awareness of individual responsibilities regarding these new health problems.	

BASIC CONCEPTS	LEARNING EXPERIENCES
V. Caring for the sick and aging at home is a necessary part of family living.	V. A. Discuss the aims of home nursing. B. Outline the means by which illness may be recognized. Stress the importance of early detection and medical care. C. Discuss the selection and care of a sick room. Demonstrate and practice bed-making techniques with and without a patient. D. Discuss the daily care of a patient, stressing regular routine, the need for professional care and the importance of regulations for visitors. E. Have students interview former patients and list the things that affected their mental attitudes. F. Administer an oral or written test on the entire home nursing unit.
VI. Disease is both disastrous and intolerable.	VI. Have a student committee research and report on the leading causes of death in the United States in 1900 and at the present time. Break down the results by age groups. Discuss and analyze the results.
VII. Communicable diseases are caused by various organisms and are transmitted in diverse ways.	VII. A. Discuss or review the common infectious organisms and the means by which they are transmitted. B. Discuss physical environment and social situations which favor the spread of disease. C. List famous men in medicine and discuss their contributions. D. Discuss childhood diseases, such as mumps and measles, with special emphasis on the dangers involved when contracted by adults. E. Discuss body defenses, including the fact that some social groups discourage or ignore protective measures.

EXPECTED OUTCOMES	REFERENCES
V. Acquisition of the knowledge and skills involved in home nursing, and an awareness of the importance of meeting the patient's physical and psychological needs.	
VI. A realization of the manner in which modern medicine has been successful in eliminating many diseases which were formerly considered serious.	
VII. A better understanding of all aspects of communicable diseases.	

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BASIC CONCEPTS	LEARNING EXPERIENCES
VIII. Most communicable diseases can be virtually eliminated through intelligent health practices and the continued effort of the medical profession.	VIII. A. Discuss the causes, symptoms, control and prevention of tuberculosis, food poisoning, typhoid fever, hepatitis, menengitis, and infectious mononucleosis. B. In a scientific and objective manner, discuss the causes, symptoms, control and prevention of syphilis and gonorrhea.
IX. "He who has himself for a physician has a fool for a patient."	IX. A. Discuss the importance of competent medical care and the reasons for reporting all communicable diseases to a physician. B. Have a committee visit the Erie County Health Department and report on recent epidemics.
X. A complete medical history will often be of value, therefore such a record should be readily available and up to date.	X. Explain the reasons for keeping an up-to-date health record. Have students prepare their own personal health records.
XI. Americans spend more than two billion dollars each year on quackery.	XI. A. Define quackery and discuss reasons for its existence. Have students bring in illustrative articles and advertisements. B. Discuss health superstitions and misconceptions and their origins.
XII. Health superstitions and misconceptions can be harmful.	XII. B. Suggest individual visits to the annual "Health-O-Rama" or arrange a class visit.

EXPECTED OUTCOMES	REFERENCES
VIII. A greater knowledge of the more common diseases and the ways in which they can be avoided.	
IX. An awareness of the importance of proper treatment and the need for reporting communicable diseases.	
X. A recognition of the importance of a personal health record which is faithfully kept up to date.	
XI. The ability to distinguish between competent treatment and high-pressure salesmanship.	
XII. The ability to distinguish between sound medical facts and superstitions.	

HEALTH EDUCATION

Area — *First Aid and Safety* **Level — *Senior High School***

OVERVIEW

Disease does not present the only hazard to health. Certainly, accidents account for a high rate of disability and even death. Students must be made aware of the dangers presented by inadequate first aid and safety precautions.

While it is essential to educate the student in the methods of preventing accidents and promoting safety, it is equally essential to prepare him to act promptly and in the proper manner when an accident does occur. A basic knowledge of first aid and other emergency procedures is a necessary and integral part of health education.

FIRST AID AND SAFETY EDUCATION

BASIC CONCEPTS	LEARNING EXPERIENCES
I. Effective first aid is dependent upon the specific skills of the individual who is the administrator.	**I.** A. Discuss the purposes, limitations, and necessary skills for the proper administration of first aid. B. Provide for demonstrations and practice of various first aid skills including bandaging, treatment of special wounds, and the stoppage of bleeding. C. Arrange for qualified personnel to explain, discuss and demonstrate various first aid skills. D. Furnish opportunities for students to qualify for the Standard Red Cross First Aid Card.
II. Accidents are caused; they do not happen.	**II.** A. Have the class develop a list of possible causes of accidents. Discuss the causes and possible corrections, stressing the importance of taking precautions. B. Acquaint the students with statistics on deaths and injuries caused by accidents. C. Have students discuss accidents which have occurred in their homes and have them suggest ways in which they might have been prevented. D. Have students prepare a list of emergency telephone numbers to be posted near the telephones in their homes.
III. Accident prevention and an awareness of safety precautions are essential elements in a school health program.	**III.** A. Discuss accident prevention in school and at home. B. Have students survey school and school grounds for hazards and discuss the results in class. C. Draw up plans to improve safety practices at home and in school. D. Collect newspaper articles concerning school, home and community accidents. Provide health news for the school newspaper and coordinate a safety campaign in the school.

EXPECTED OUTCOMES	REFERENCES
I. A. A recognition of the importance of developing competence in first aid skills. B. A greater understanding of the procedures to be followed in the administration of first aid.	Books: 2, 7, 9 Films: 22, 56
II. A realization of the fact that through proper safety practices, accidents and deaths can be prevented.	
III. A. An improvement in safe practice habits as revealed by the personal inventory. B. A self-appraisal by students concerning the improvement of their own safe practice habits.	

BASIC CONCEPTS	LEARNING EXPERIENCES
IV. An adequate first aid kit is an essential tool for the treatment of common injuries.	IV. A. List the items students consider necessary equipment in home, auto and camping kits. B. Discuss the necessary items contained in an adequate first aid kit. Prepare a sample kit. C. Demonstrate the use of each of the items in a first aid kit. D. Assign students to locate, examine and survey all first aid kits in the school. E. Have students inspect the first aid supplies in their homes. Emphasize the importance of adequate first aid supplies in the home and the school.
V. When breathing fails, the most effective method of artificial respiration is mouth-to-mouth breathing.	V. A. Review the functions of the respiratory system and discuss specifically the need for oxygen, the breathing rate, and the breathing process. B. Discuss the fundamental procedure of mouth-to-mouth artificial respiration, and show the film, *Rescue Breathing*. Provide a demonstration of the procedures performed in the film. C. Have the class prepare a list of the conditions requiring the use of artificial respiration. Examine and discuss this list carefully.

EXPECTED OUTCOMES	REFERENCES
IV. A. A knowledge of the items that must be included in an adequate first aid kit. B. An understanding of the purpose and use of each item in the first aid kit.	
V. The ability and willingness to apply the mouth-to-mouth technique of artificial respiration if the need arises.	

HEALTH EDUCATION

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